

**California State University San Marcos  
College of Education Health and Human Services**

**COURSE: EDSL 661: Disorders of Articulation and Phonology  
(3 units)**

**Fall 2012**

**SCHOOL of EDUCATION MISSION STATEMENT**

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

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**Office: UH 325**

**Office hours: By appointment**

**Course pre-requisites: EDSL 551 & LING 391**

**Time: Friday 1-4**

**Location: FCB 106**

## **I. COURSE DESCRIPTION**

The purpose of the course is to provide students with a detailed, in-depth study of: normal development of articulation/phonology, the nature and causes of abnormal articulation/phonology, and the assessment and treatment of these processes. In addition to acquiring knowledge in these areas, the student will develop skills in phonetic transcription of articulation/phonology errors, in administration of articulation tests, in evaluating test results, in planning treatment procedures and in writing professionally on this topic.

## **II. COURSE OBJECTIVES AND ASSIGNMENTS FOR STUDENT KNOWLEDGE AND SKILLS ACQUISITION**

1. Students will demonstrate knowledge and skills in phonetic transcription.
2. Students will demonstrate knowledge of the nature of articulation and phonological development and its breakdown, current theories used to explain these processes, and prevention methods for such disorders.
3. Students will demonstrate knowledge and skills of assessment tools and techniques, proper administration of such tools, and appropriate evaluation, interpretation and write-up of assessment results.

4. Students will demonstrate knowledge and skills in treatment techniques and procedures, evidence-based practice, planning, selecting and writing up appropriate treatment goals/plans and understanding of how to administer such treatment.

Each of the objectives stated above will be evaluated by the following mechanisms:

1. Students will pass a phonetics review quiz and transcribe approximately 4 videotapes of disordered articulation, graded by the instructor. (**ASHA Standard III-B, C, & D; IV-B, V-A; CTC Standards 19, 20, 22, 23 for the Clinical Rehabilitative Services Credential (CRSC) in Language, Speech and Hearing (LSH)**). 100 points total

2. Students will pass two examinations (which may be in the form of written papers) based on information from the text, lecture and class discussion, as evidence of gained knowledge in the following areas: current theories and process of normal development of articulation/phonology; nature, causes, assessment and treatment of articulation/phonological disorders; multicultural issues in articulation/phonology disorders; exams to be graded by the instructor (**ASHA Standards III-B, C, D, E, & F; IV-B; V-A; CTC (CSRH in LSH) Standards 19, 20, 22, 23, 24**). 300 points total

3. Students will complete a project, requiring: administration of a single word articulation test, collection and phonological analysis of a speech sample, administration of a brief oral mechanism examination, and a written summary of results; graded by the instructor (**ASHA Standards III-B, C, D, E, & F; IV-B; V-A; CTC Standard 23**) 100 points

4. Students will complete a project, requiring: viewing of a videotape of an assessment of a child with an articulation/phonological disorder, transcription and analysis of errors, summarization of results (assign a diagnosis), selection of treatment objectives (goals), review of appropriate, evidence-based practice treatment approaches to target the goals, and write-up of a lesson plan to target the deficits; graded by the instructor (**ASHA Standards III-B, C, D, E & F; IV-B; V-A; CTC Standard 24**). 250 points total

### III. REQUIRED TEXT:

Bauman-Waengler, J. (2011). Articulatory and Phonological Impairments: A clinical focus, (4thEd.) Boston, Massachusetts: Pearson Education Inc.

#### Required Supplemental Materials:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

**IV. TENTATIVE COURSE OUTLINE:**

<b>Date</b>	<b>Topic</b>	<b>BW Chapter</b>	<b>Other Readings</b>	<b>Assignment Due</b>
31-aug	Review Syllabus/Introduction	Chapter 1		
7-sept	Phonetics/phonetic transcription	Chapter 2 & 3		
14-sept	Review transcription packets	Chapter 4		Vowel and Consonant Transcription Packets Due
21-sept	Theoretical Considerations	Chapter 5		
28-sept	Phonological Development			In Class Exam
5-oct	Phonological Development		Fabiano & Goldstein (2010)*	
12-oct	Appraisal	Chapter 6		In class quiz
19-oct	Diagnosis	Chapter 7		
26-oct	Assessment Case Study			
2-nov	Treatment	Chapter 8		
9-nov	Treatment	Chapter 9		Assessment Case Study Due
16-nov	Special Populations			
23-nov	Thanksgiving	Chapter 9		
30-nov	Special Populations		Baker (2006)*	Assessment Review Project Due
7-dec	Special Populations			Treatment Case Study Due
14-	No Final Exam			

dec				

## V. Course Requirements

### 1) Professionalism

- a. Professionalism in this class is considered mandatory. While difficult to measure, your level of professionalism reflects your future abilities as a speech-language pathologist. For EDSL 671-672, professionalism consists of, but is not limited to: arriving to class on time, coming prepared to participate, politely acknowledging the contributions of your colleagues, turning off cell phones before class begins.

### 2) Vowel and Consonant Transcription Packets (30 points)

- a. Phonetic transcription is a prerequisite for this course. A level of basic skills is assumed. Two transcription packets have been posted on Moodle: one to review transcription of vowels and one to review transcription of consonants. The purpose of this assignment is to refresh the information taught previously in phonetics and also for you to see where you may need to spend some time reviewing.

### 3) In Class Exam (40 points)

- a. An in class exam will be given to ensure that theoretical content knowledge is understood. The instructor will provide more specific information related to exam questions during class.
- b. An online quiz will be given to ensure that content related to phonological development is learned. The instructor will provide more specific information related to exam questions during class.

### 4) Assessment Case Study (50 points)

- a. A language sample will be provided to you by the instructor. You will be graded for the following analyses:
  - Syllable Structure Level – 5 points
    - o Accurate calculation
  - Phonetic Inventory – 10 points
    - o Accurate total, syllable initial, syllable final consonant and vowel inventories
  - Percent Consonants Correct – 10 points
    - o Accurate total PCC (4 points)
    - o Accurate utterance initial PCC (3 points)
    - o Accurate utterance final PCC (3 points)
  - Phonotactic Analysis 10 points
    - o Accurate list of syllable structures and percentage of occurrence (list high occurrence to low occurrence) (5 points)
    - o Percentage of correct structures (5 points)
  - Phonological processes – 10 points
    - o Accurate identification of processes per utterance (5 points)
    - o Accurate identification of common or prevalent mismatches (5 points)
  - Clinical Impressions 10 points

Please submit the *Phonological Analysis Summary Sheet* and ALL of your work. The *Summary Sheet* is a separate document and should be typed into directly. The worksheet for your analysis should be duplicated as needed for your analysis.

**5) Assessment Project (50 points)**

- a. You must administer an articulation test, a phonology test, and a phonological awareness test to a child, according to the standardized procedures outlined in the test manual. You must score each test and then write a reflective paper about your experience administering the tests. You must hand in the completed protocols with your reflective paper. Tests can be signed out from the instructor. Please plan ahead to complete this assignment, we have a limited number of tests that must be shared between all students.

**6) Treatment Case Study (50 points)**

- a. Demonstrate intervention strategies planning based on the results of a case study assessment of a child that will be provided in class. Within the treatment plan, you will be expected to determine where to begin intervention, and develop appropriate goals based on assessment results. In addition you will identify and write out age appropriate and functionally relevant materials as well as a script including a hierarchy outlining how you would modify each task to make it easier or more difficult based on the child's performance. You must provide detailed rationales for goal choice and therapy method. You must include a list of stimuli that you would use with rational. .Provide references for EBP

**VI. Grading Standards**

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research, the minimal acceptable grade for passing a course in the ComDis Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. Please note that CSUSM requires graduate students to maintain a cumulative GPA in all coursework towards the MA of 3.0. Should your GPA all below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Students need to pass all graded assignments with a B or better to demonstrate acquisition of skills and knowledge towards meeting the standards for practice. Students may be offered an opportunity to redo/retake a single assignment at the instructor's discretion. Any assignment requiring a make-up will receive a 20% reduction in possible points for that assignment. If a student receives less than a B on the makeup, or receives less than a B on more than one assignment, the student will be obligated to repeat the course. Please note that CSUSM only allows for two courses to be retaken at the MA level. Should you earn less than a B in more than two courses, you will be disqualified from the program. Make-ups are intended to offer a second opportunity for students to demonstrate competence on important standards so as to avoid academic probation. Make-ups are not intended to improve grades or GPA. Please be advised that each student is expected to operate in a professional manner and present her/his best work the first time. Make-ups need to be scheduled within 1 week of receipt of the 'failed' grade.

Any scholarly, professional writing assignment will be subjected to grading based on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric. All writing assignments must be submitted in both hard copy AND through the Cougar Courses container. You will be expected to adhere to the Academic Honesty Policy and use APA style referencing in all professional writing.

**Letter grade (percentage total points)**

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Assignments graded on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric are graded on a 4 point scale. The conversion is as follows:

4 = A = 95 points = exceeds standards

3 = B = 85 points = meets standards

2 = C = 75 points = approaching, but does not meet standards

1 = D = 65 points = fails to meet standards

Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language. You will be graded on such

**Submission Schedule:** Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

**Grading Emphasis:** Each written assignment will be graded approximately 80% on content (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.).

**VII. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS**

1. “Person-first” language (e.g., “Student with Specific Language Impairment” rather than “Language Impaired student;” “Johnny who presents with Down Syndrome” rather than “My Down Syndrome student”) must be used throughout all written and oral assignments and discussions.
2. Word process all written documents. Keep an electronic copy of all of your work. You will want these for your records and for potential future use as professional portfolio entries.
3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please

inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.

4. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
5. Select a class “buddy” to ensure you receive handouts and information if you miss class.  
**Buddy:**                      **Telephone:**                      **e-mail:**                      **Fax:**

### **VIII. School of EDUCATION ATTENDANCE POLICY**

Due to the dynamic and interactive nature of courses in this field, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the CoE Governance Community, December, 1997).*

#### **Attendance and Participation for this course:**

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and development of assessment and treatment skills are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above School Attendance Policy is amplified as follows: 1. Missing more than 2 class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one’s own learning in a democratic, collaborative and reciprocal-learning environment.

### **IX. GENERAL CONSIDERATIONS**

#### **Ability**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and

other student support services available as part of reasonable accommodation for special needs students.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

### **Appeals**

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master’s candidates. This requirement must be achieved prior to Advancement to Candidacy. A master’s candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM School of Education graduate-level courses.